DOCUMENT RESUME

ED 154 241 CE 016 105

TITLE	Guide for Awarding Academic Credit under the Youth Employment and Demonstration Projects Act. For Prime Sponsors, Cooperating Agencies, and Educational Institutions.
INSTITUTION	New York State Education Dept., Albany.
PUB DATE	Feb 78
NOTE	39p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	College Credits; Cooperative Education; *Educational Alternatives; Educational Certificates; Equivalency Tests; External Degree Programs; Federal Legislation; *High School Equivalency Programs; Post Secondary Education; Secondary Education; *Special Degree Programs; State Programs; *Work Experience Programs; Youth Opportunities; *Youth Programs
IDENTIFIERS	Comprehensive Education and Training Act; New York; Youth Employment and Demonstration Projects Act

ABSTRACT

This guide provides information about the available opportunities in New York State for youths to earn credit toward both high school diplomas and college degrees for competencies gained in the Comprehensive Educational Training Act (CETA) training and work experience programs as provided by the Youth Employment and Demonstration Projects Act (YEDPA). The introduction presents an overview of who is responsible for awarding credit, the YEDPA challenge to move in new directions, secondary school programs, alternative high school diplomas, and postsecondary programs, including a chart listing available secondary and postsecondary programs in New York State. Part I on awarding academic credit for work experience at the secondary level discusses cooperative occupational education programs, the general work experience program, training and work experience in general education courses, the high school equivalency diploma program, and the external high school diploma program. Awarding academic credit for work experience at the postsecondary level is discussed in Part II and includes information on credit by examination programs, the Regents external degree program, the Program on Noncollegiate Sponsored Instruction, and college programs that credit work experience. A discussion of advisement services and a summary conclude this booklet. (EM)

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GUIDE

for

AWARDING ACADEMIC CREDIT

under the

YOUTH EMPLOYMENT AND DEMONSTRATION PROJECTS ACT

For Prime Sponsors, Cooperating Agencies,
and Educational Institutions

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

The Youth Employment and Demonstration Projects Act of 1977 provides that both in-school and out-of-school youth who are employed in programs established by prime sponsors have the opportunity to earn credit toward high school diplomas or college degrees. The Act requires collaborative efforts by the Department of Labor Manpower Offices, a variety of community-based organizations, and the education system. In the area of awarding credit, the basic decisions rest with the authorities of the high school or postsecondary institution, but the planning, procedures and evaluation of programs require close cooperation among the agencies involved.

It is the policy of the Board of Regents as reflected in the Regents External Degree Program and the New York State External High School Diploma Program to recognize learning for academic credit wherever it occurs. Such learning can take place not only in schools, colleges and independently, but also for youth in CETA programs through on-the-job training and work experience.

This Guide is designed to provide information about the many avenues available to youth in this state to earn credit for competencies gained in CETA training and work experience programs. Committees of CETA joint sponsors, businessmen and educators should find practical help to design collaborative programs that can be accredited for high school and college degrees. Further, the Guide reviews other crediting programs to encourage high school and college personnel to implement available programs and to inititate new ones where needed.

Gordon M. Ambach,
Commissioner of Education and President
of the University of the State of
New York

INTRODUCTION AND OVERVIEW

The Purpose of the Guide

The Guide describes opportunities that exist in New York State for youths to receive credit toward both high school diplomas and college degrees. It also suggests ways existing programs may be revised or extended to accommodate the needs of youths in programs sponsored under the Youth Employment and Demonstration Projects Act (YEDPA) of 1977, Public Law 95-93. YEDPA requires secondary and postsecondary educational institutions to cooperate with CETA prime sponsors to reduce under- and unemployment among youths. One of the major collaborative obligations relates to the awarding of academic credit for training and work experience programs.

New York State has several established programs that can be utilized by prime sponsors through which both in-school and out-of-school persons may earn credit toward high school diplomas and postsecondary degrees. These programs are briefly described in the Guide along with a listing of appropriate offices in the Education Department to contact for further information. Prime sponsors and local education agencies are urged to review and utilize the academic crediting procedures described herein for work experience and training programs.

Who Is Responsible for Awarding Credit?

The final decision on the awarding of credit by any educational institution in New York State as established in Education Law and governed by Regulations of the Commissioner rests with the school or college authorities that grant the diploma or degree. This procedure applies to the range of in-school and out-of-school experiences: advanced placement

college-level courses taught in high schools, off-campus work experience or other types of training or internship, travel and study abroad, and courses taken during military service. The locus of responsibility to award credit is clear. However, the arrangement and method for awarding credit may be developed through collaborative arrangements between the prime sponsor and the award-granting institutions.

The Challenge To Move In New Directions

While the Act implies that academic credit be awarded for experiences neither supervised nor evaluated by professional educators, it is advisable that training agencies and prime sponsors involve school and college personnel in a collaborative program. The legislation challenges prime sponsors to "make suitable arrangements with appropriate state and local officials whereby academic credit may be awarded, consistent with applicable State law, by educational institutions and agencies for work experience obtained through programs established under this title." The legislation also challenges educators with the responsibility to assess academic credit to be granted and to assure that such credits are appropriate for graduation requirements. A major message for local schools in the legislation is the need to move from so much dependence on time spent in a classroom as the only criterion on which to base credit, toward more emphasis on demonstrated performance. However, performance evaluation requires the identification of competencies to be mastered, and an instructional program designed to accomplish continuous progress toward mastery of performance skills. Although there is a nationwide movement toward competency-based education, few high schools in New York State have taken steps in this direction other than in occupational education programs. The procedures described

in the guide for out-of-school youths and adults to earn an "external high school diploma" provide all secondary schools with a pattern to evaluate training and work experience.

Secondary School Programs

At the high school level, many opportunities exist to credit work experience as part of regular in-school occupational programs or as a general education "elective." Such elective courses are in addition to the mandated "constants" of 4 units of English; 3 units of social studies, including a year of American history; 1 unit of science; ½ unit of health; and physical education. In addition, a three-unit major sequence is required in one of the following areas: science, mathematics, foreign languages, music, art, practical arts and occupational subjects.[1]

Few schools have a competency-based program in place with performance evaluation that can be used as a basis for awarding credit both for basic academic skills (mathematics, English, social studies, etc.) and employability skills acquired through YEDPA experience. This necessitates the development of a contract or work-study plan, similar to that used in the experience-based career education programs to outline and measure performances in activities that may be credited as academic learning. Such a contract should be approved by the accrediting institution, the employer, and prime sponsor prior to participation in the training program.

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[1] Throughout the remainder of this guide, mandated courses will be referred to as Group 1, the three-year required major sequence as Group 2, and the electives as Group 3.

Alternative High School Diplomas

Two kinds of diplomas are available for out-of-school students in New York State desiring an alternative high school diploma:

1. The High School Equivalency Diploma can be earned by passing the General Educational Development (GED) tests. Preparation for the GED battery of tests may be through independent study or participation in formal instruction offered in continuing education programs. The Board of Regents will also award a high school equivalency diploma to any New York State citizen matriculated in a college or university who earns 24 credits on a postsecondary level.
2. The New York State External High School Diploma, a departure from the traditional diploma, is awarded by a registered high school on the basis of a competency-based assessment system conducted by trained personnel. Both generalized and individualized competencies are assessed, and three major options are available—Occupational/Vocational, Advanced Academic/College Readiness, and Specialized Competency.

Participation in these programs may result in the return of some youths to high schools where out-of-school experience may be credited toward a local or Regents high school diploma. Provisions for awarding credit in these programs, as well as credit to in-school youth in vocational and technical education, work experience or general education programs, is fully discussed in Part I of the Guide.

Postsecondary Programs

Numerous opportunities exist at the postsecondary level and are readily available to youth served by YEDPA programs. The College Proficiency Examination Program and the Regents External Degree Program provide avenues for earning credit through examinations. Another avenue is available through the Program on Noncollegiate Sponsored Instruction in which courses offered through businesses and other agencies are evaluated for college credit. This route presents prime sponsors with an opportunity to have entire training programs evaluated. The Regents Credit Bank provides a recordkeeping service for out-of-school youth. In addition to the usual route to attain a high school equivalency diploma by passing the GED tests as described above, the Board of Regents will award a high school equivalency diploma to any New York State citizen matriculated for a college-level degree who earns 24 credits of work on the postsecondary level. In addition to these programs, some specific college programs are described and available advisement services are discussed in Part II of the Guide.

In sum, many opportunities to credit postsecondary work and study are available to both in-school and out-of-school youth. Those participating in the YEDPA programs have access to these programs and to a variety of advisory and counseling services as well.

Overview of Crediting Programs in New York State

The chart that follows contains a listing of available secondary and postsecondary programs in New York State through which YEDPA programs may seek to establish diploma or academic credit. The chart identifies the criteria for students eligible for each program and indicates the credit awarded. The page reference is the number of the page in the

Guide that contains an extended description of the program and the names of contact persons for further information.

Five high school crediting opportunities and five postsecondary programs are available to those planning YEDPA projects. It should be noted that both the High School Equivalency Program and External Degree Program are essentially postsecondary programs because they may be entered only by students who have left secondary school. High School Equivalency Diplomas are generally achieved by adults.

In addition to the credited programs, a wide range of regional counseling and advisement services are available to YEDPA students. These services, listed near the end of the Guide, should be a valuable supplement to YEDPA training or work experience programs and should be one of the resources explored by YEDPA collaborative planning committees. They do not appear on the chart.

CREDITING PROGRAMS IN NEW YORK STATE
(not including regular high school and college degree programs)

PROGRAMS FOR HIGH SCHOOL CREDIT

PROGRAM	GUIDE PAGE	CLIENTELE	CREDIT
1. Cooperative Occupational Education Programs	8	Any student attending public or non-public schools, ages 14-21	Maximum 2 credits for Group 2 or 3* (1 credit = 300 hours on the job)
2. General Work Experience	12	Any student attending public or non-public schools, ages 14-21	Maximum 2 credits for Group 3 only (1 credit = 300 hours on the job)
3. Training and Work Experience	14	Any student attending public or non-public schools, ages 14-21	Maximum 2 credits per year for Group 2 or 3
4. HIgh School Equivalency Program	19	Students 17-19 years and out of school one year, or over 19 years, or member of high school class that has graduated	High School Equivalency Diploma
5. External High School Diploma Program	21	Any out-of-school person	External High School Diploma; 3 options: Occupational/Vocational, Advanced Academic; College Readiness or Specialized Competency

PROGRAMS FOR POSTSECONDARY CREDIT

PROGRAM	GUIDE PAGE	CLIENTELE	CREDIT
1. College Proficiency/Regents External Degree Examinations	25	Open to all persons; no high school diploma needed	Recommends credit to be awarded by colleges and universities
2. College Level Examinations Program (CLEP)	25	Open to all persons out of school; no high school diploma needed	Recommends credit to be awarded by colleges and universities
3. Regents External Degree Program	26	Open to all persons; high school diploma or evidence of passing proficiency exam needed	2- or 4-year college degree
4. Regents Office on Noncollegiate Instructional Service	27	Persons enrolled in courses offered by business, government agencies, industry and other noncollegiate organizations; recommends credit in all areas	Recommends college credit in business and industrial subjects
5. Work Experience Assessment	28	Students with work experience entering selected community colleges	Credit toward degree program

*For explanation of Group 2 and 3, see Secondary School Programs, page 3.

Part I

AWARDING ACADEMIC CREDIT FOR WORK EXPERIENCE AT THE SECONDARY LEVEL

Cooperative Occupational Education Programs

Introduction

Cooperative occupational work experience programs have been available in vocational education for over fifty years to students enrolled in an occupational education program. In 1977 over 30,000 students were served. Credit within one of the occupational programs areas— Agriculture, Business and Office, Distribution and Marketing, Health Occupations, Home Economics, or Trade and Technical Education— has been granted toward graduation when the cooperative occupational work experience was conducted in conjunction with related instruction in the classroom in an occupational education program. The amount of credit granted has been limited to two units* at the secondary level.

An Administrative Handbook for Cooperative Occupational Education Programs, published in 1972 (revised in 1977), contains guidelines on program operation, scheduling, qualifications and responsibilities of program coordinators, conditions for related instruction, credit allocations, necessary records, and legal considerations in relation to Education and Labor Law.

School administrators responsible for operating cooperative occupational work experience programs in high schools and area occupational centers have assigned staff members to conduct this part of their occupational education program. Coordinators of these programs are in a single subject area, as listed above. Programs with students from

*A unit is a school year's work in a subject requiring four or five class periods a week of 40 minutes of prepared classroom work.

more than one occupational education subject area are conducted by a Coordinator of Diversified Cooperative Occupational Education.

Experiences during employment that compare to competencies developed in classroom/laboratory instruction are accepted in vocational and technical education. Full-time workers who wish to receive academic credit within one of the program areas of vocational and technical education for occupational skills have several options depending on the resources and personnel in a local education agency.

Procedures for Credit

The principals of registered high schools are responsible for validating and awarding credit for approved programs in vocational and technical education operated in their schools or in area occupational centers. Most courses and programs are based on the mastery of skills and competencies. Student outcomes are specified for levels of knowledge and performance a student should attain for successfully completing the course. Courses are sequenced so that credit is added as a student masters different competencies.

Credit for work experience is best accomplished when the Cooperative Occupational Work Experience Coordinator in the school prepares a training plan for each student with a cooperating employer prior to employment. The training plan identifies the outcomes and competencies to be learned during the work experience. The coordinator arranges the equivalent of one class hour a week for general related instruction (no additional credit) or may schedule enrollment in a regular classroom-laboratory occupational education program (up to two additional credits at the secondary level) in a subject area directly related to the level of work experience of the

employed person. The cooperative coordinator, representing a single occupational education program area, or the coordinator of a diversified cooperative program, representing multiple occupational areas, will recommend credit in one of the subject program areas in occupational education to the local school administration for the work experience and the related instruction.

When occupational competencies are accomplished by a worker and credit is being requested, the assessment can be through comprehensive competency examination, Regents examinations when available for specific subjects, or by selected classroom teachers who administer performance and written examinations recognized as valid for evaluating regular students in the classroom program. The documentation for asessment must be arranged by the high school to assure that comparative competencies have been achieved for all or part of the courses for which credit is sought.

Program Supervision

Credit for work experience must be coordinated by the secondary school through a certified cooperative coordinator, either the coordinator of a single area or of a diversified program. The work experience should be assessed for comparability to the high schools' occupational program offerings. Selection of the appropriate evaluation process takes place through an occupational education program supervisor or administrator familiar with the State Education Department's testing program, commercially available instruments, and experienced classroom teacher's methods in the subject area. Written, oral, and performance testing may be used in combination to verify credit.

Program Planning

The interests, aptitudes, and abilities of individual persons seeking credit for work experience in occupational education should be related to meeting an occupational or career goal. Most preparatory programs organize occupational competencies for clusters of occupations. The clusters are further divided into courses, units, and modules. A module contains several related tasks that form a major competency needed for employment.

Persons seeking credit for occupational education need assistance in determining the program area that covers the occupation, the course within the program area where comparative credit could be allowed, and a review of the work experience as to whether it covers all or only part of the course available. Counseling and guidance would be needed to schedule appropriate activities.

Contact for Further Information and Materials

Douglas Adamson, Director
Division of Occupational Educational Instruction
New York State Education Department
Room 1623
99 Washington Avenue
Albany, New York 12230
Telephone: (518) 474-4686

For further details on programs and requirements, refer to the publication, Administrative Handbook for Cooperative Occupational Educational Programs, available from the above office.

General Work Experience Program

Introduction

Provision has also been made since the 1940's for validating and awarding credit for work experience for students in high schools who are not enrolled in an occupational program such as those previously described. In-school youths who are student-workers in a YEDPA program are eligible for such credit if the school has an approved General Work Experience Program. Approval is obtained through the Bureau of Occupational Education Curriculum Development in the State Education Department.

Program Requirements

To be eligible, students must be age 14 or older and attending a public or nonpublic registered high school. In order to be approvable, the General Work Experience Program must have a coordinator with enough free time to properly supervise the participating student-workers on the job site and to teach the related classroom instruction. The coordinator must be licensed as a teacher or as a guidance counselor. All student-workers must be legally employed as described in the publication, Laws Governing the Employment of Minors in New York State. It is also required that a written, progressive learning program be developed for each student in cooperation with the employers.

Provisions for Credit

If a General Work Experience Program satisfying the above guidelines has been approved, credit for such work experience can be validated and awarded by the high school principal under the Group 3 electives, toward a local or Regents diploma. This credit may not be used as part of Group 1, required subjects, or as part of a Group 2, major sequence.

One unit of credit may be awarded for 300 hours on the job, with a maximum of two units for 600 hours of such supervised work experience. One class period per week of related classroom instruction must be provided, either through group or individual instruction or counseling, in order for the student to qualify for the 1 or 2 units of credit. In addition, students may earn another unit of credit for school-conducted related instruction offered for 4-5 periods per week for the school year.

Contact for Further Information and Materials

A packet of materials including the items named above, General Work Experience Guidelines, application form for program approval, and sample forms for use with the student and employer may be obtained from:

Alvin Rubin, Associate or G. Earl Hay, Chief
Bureau of Occupational Education Curriculum Development
Room 327, Education Building
New York State Education Department
Albany, New York 12234
Telephone: (518) 474-7989

Awarding Academic Credit for General Education Courses

Introduction

The YEDPA suggests that the educational system develop procedures to validate and award credit for competencies achieved through training and work experience in general education courses. In essence, an assessment system needs to be established for in-school youth in YEDPA programs similar to that described above for the external high school diploma for out-of-school youth. Given the requirements that jobs for in-school youth must be coordinated with classroom instruction, the assessment program can be more effectively geared to the particular program or individual needs of the students.

General procedures have been developed to validate and award academic credit for a wide variety of out-of-school experiences in addition to work experience described in the sections on occupational and general work experience programs. The local high school principal, with the approval of the Board, and within Education Law and the Commissioner's Regulations, has the major responsibility to award academic credit for all study and experiences accomplished by enrolled students, including out-of-school programs. The following are guidelines for the administration of a program to award credit in general education subject matter areas for competencies gained in YEDPA training and work experience programs based on present procedures and practices. As high schools move into competency-based programs, new procedures will need to be developed. Schools are encouraged to experiment with alternative methods for assessing competencies through performance evaluation in general education areas of the curriculum, and to adapt the procedures for assessing basic competencies achieved in YEDPA training or work experience programs in cooperation with the State Education Department.

Program Guidelines for In-School Youth

... An operational work/study program should be evaluated for general education potential. If possible, the program should be designed for credit, thus insuring its appropriateness and validity.

... Such programs should be analyzed or designed with consideration for the academic needs of the individual youth. The youth's past performance should be reviewed to determine needed skills and competencies, i.e., reading, mathematics, writing. The youth's record should also be reviewed for the number and types of units needed for graduation.

... Content specified in syllabi of the various required courses should be considered for inclusion in some appropriate fashion in the work/study program. Diploma requirements under Group 2 (three-year sequence) and 3 (electives) are most likely to be staisfied under the YEDPA program.

... An individual work/study plan or contract should be developed for each youth performing a work experience. Such a document should include those academic areas that the employer will cover and that the youth will attempt to master. Some form of performance evaluation should be included in the plan.

... The school's work/study coordinator should monitor the academic progress made by each youth. The coordinator's role may often need to be that of an advocate. The assistance of specific subject matter teachers may also be needed. It is recommended that those in the program periodically meet with teachers to clear up any specific academic problems. Liaisons should be established between teachers and on-site supervisors.

... Subject matter teachers should be utilized to review individual work-study plans for their appropriateness in their respective subject areas.

... A reporting schedule for the evaluation of a youth's academic progress should be established. It might be the same as the reporting period in the local high school, i.e., ten weeks. There should be at least a 20-week and 40-week report. The report should become part of the youth's record.

... Since, in many cases, instruction in general education subject matter will be informal or incidental during the course of the work experience, the subject matter should be broken into short content or time modules. These modules might be combined for the purposes of awarding units of credit. Such units could be as small as ¼ or even 1/8 unit, as long as they aggregate to ½ unit or a multiple thereof by the end of the year.

... The award of units of academic credit in the general education areas should be limited to two units per year of participation.

... When determining the assignment of units of credit for general education subjects, the number of hours of work/study shall be a consideration in addition to the nature of the study and the degree of mastery of the subject. An accurate attendance record should be maintained for each youth participating in the program.

... If a school's general education program has already been designed to fit the competency-based model, the amount of credit in a particular subject given may be based on the complete or partial mastery of the appropriate competencies.

Program Guidelines for Out-of-School Youth

While many out-of-school youth will probably choose to enter programs leading to the high school equivalency or external diploma as described later, those who have completed several units for credit in one or more high schools may seek to have the balance of the requirements validated by the high school in the district where they reside. Many of the above guidelines for in-school youth would still apply, but additional steps should be taken.

- The counselor in the local high school should assemble a complete record from the school(s) attended to determine whether it is practical for the student-worker to complete the requirements for a local high school diploma through a combination of study and performance evaluation of competencies gained on the job.
- If such a program is initiated, an appropriate school contact would have to be identified to serve as liaison between the school and on-site supervisors.
- The local high school should have custodianship of the out-of-school youth's academic record, keep it up-to-date, and forward it on request to another high school if residency changes.

Summary of the Suggestions for Academic Credit

Generally, student-workers should, wherever possible, be required to develop a contract in advance with the high school when credit for out-of-school experiences is to be awarded. This agreement should specify the competencies to be attained from the planned training or work experience and how these will be evaluated. Joint supervision of the program by the school advisor and the on-site supervisor is necessary. In sum, an individualized program needs to be planned, supervised and evaluated.

For students already on the job, advanced planning may not have been done. An analysis must be made by the school counselor and on-site supervisor of the needs of the individual for academic credit and the extent to which the training or work experience contributes to meeting the student's needs. Then an agreement needs to be reached on the program that will lead to the validation and award of credit.

Contact for Further Information

No one office in the State Education Department has related specifically to this particular type of crediting of out-of-school experiences to be substituted for general education course requirements. Personnel in schools may contact the following offices, depending on the type of information needed:

- Albert Merz, Chief
  Bureau of Secondary School Supervision
  Room 667-EBA
  New York State Education Department
  Albany, New York 12234
  Telephone: (518) 474-5925

- Edward Strack, Chief
  Bureau of Guidance
  Room 333 - 55 Elk Street
  New York State Education Department
  Albany, New York 12234
  Telephone: (518) 474-6943

- Herbert Bothamley, Chief
  Bureau of General Education Curriculum Development
  Room 314-I, EBA
  New York State Education Department
  Albany, New York 12234
  Telephone: (518) 474-8224

High School Equivalency Diploma Program

Introduction

Out-of-school youth who are not high school graduates and employed in jobs under YEDPA may wish to take advantage of the high school equivalency diploma program. In some cases, experiences on the job may be supplementary to the other independent or formal study in which the person may engage. Employers and advisors can be helpful in identifying skills and knowledge that may be acquired or reinforced on the job.

High School Equivalency Diploma and GED Test

The High School Equivalency Diploma is the document awarded by the New York State Education Department to adults who have successfully passed the General Education Development (GED) test. The GED test battery includes examinations in English usage, grammar, and spelling; social studies; natural science; literature; and mathematics. The GED Manual prepared by the General Education Development Testing Service of Washington, D.C., states that "GED tests have been designed to measure as directly as possible the major generalizations, ideas, intellectual skills and other long-term major objectives of a high school program of academic instruction. The emphasis in the GED test is on using intellectual power rather than recalling detailed content; on the demonstration of competencies in using major generalizations, concepts and ideas; and on ability to analyze, evaluate, and comprehend exactly and critically."

Preparatory Programs and Testing

A person desiring to obtain a high school equivalency diploma has the option of attempting the GED test at one of the 72 test sites located throughout the state. The individual may choose to enter one of the state-funded instructional programs of preparation for the GED test which are

given at 185 sites throughout the state. Numerous private schools and agencies also offer preparatory instruction for the GED. Candidates have the opportunity for retesting until the minimum state standards established for the GED are met. The GED examination may also be taken in Spanish.

During 1976-77, there were 18,401 adults enrolled in the state-funded high school equivalency programs with 6,198 successfully passing the GED examination.

Alternative Route for the High School Equivalency Diploma

The Board of Regents will award a high school equivalency diploma to any New York State citizen matriculated in a New York State college who has 24 credits of work on the postsecondary level. The Regents External Degree Examination program can be used to compile credits for those who wish to obtain a high school diploma. (See page 25.)

Contact for Further Information

Theodore Turone
Bureau of General Continuing Education
Room 309 - 55 Elk Street
State Education Department
Albany, New York 12234
Telephone: (518) 474-8700

External High School Diploma Program

Introduction

Out-of-school persons in YEDPA programs may choose to participate in this program which provides an alternative route to a high school diploma. Individuals in different types of jobs have an opportunity to develop new competencies and to reinforce others. Experience with this program in recent years indicates that it is worthy of extension.

External High School Diploma Program Description

The New York State External High School Diploma Program is a competency-based assessment system which awards persons with a local high school diploma upon demonstration of required competencies regardless of where, when or how they were acquired. Although the diploma must be awarded by a local school district, the assessment may be conducted by carefully trained personnel at various sites such as regional Boards of Cooperative Educational Services (BOCES), libraries, or adult education centers.

The assessment system is devised to ascertain two kinds of competencies. Generalized Competencies must be demonstrated in the areas of reading, mathematics, consumer education, science, citizenship, health awareness and occupational preparedness. Individualized Competencies recognize the special skills persons develop in three areas: occupational/vocational skills, advanced academic/college readiness skills, or specialized competency in a specific area such as music, art, or community service.

Program Requirements

The candidate must demonstrate all of the Generalized Competencies and one of the three options available in the Individualized Competencies. To complete requirements for the Generalized Competencies area, candidates demonstrate 64 items of proficiency through performance of assigned tasks and diagnostic testing. To complete requirements for the Individualized Competencies, a candidate selects one of three options and documents competence in the following manners:

In the Occupational/Vocational option, a candidate may present evidence of entry-level job skills in three ways: verification by the employer of a successful year's employment at the same job or its equivalent; proof of current New York State occupational licensing; or demonstration of skills through a performance interview. This latter performance interview is conducted by a master craftsperson who is employed in the field selected by the candidate. This individual provides the job criteria for the entry level and supervises and evaluates the candidate's occupational performance.

In the Advanced Academic/College Readiness option, college admission directors have developed evaluation criteria through which candidates may demonstrate advanced academic skills. This evidence, or acceptable scores on a standardized test, is accepted as demonstrating completion of this option.

In the Specialized Competency option, the candidate wishing to document other types of skills such as those of a musician, artist, etc., must present evidence of competence as judged by an expert in the selected field.

Procedures To be Followed

The candidate seeking to enter an External High School Diploma program undergoes an initial assessment process beginning with extensive counseling regarding the program and the alternatives open to the individual. This is followed by diagnostic testing and, if necessary, subsequent periods of learning in which the candidate must utilize available learning resources in the community to acquire the skills needed before advancing to the next step. The candidate is then reassessed and may enter the procedures of demonstrating the competencies necessary to achieve the External High School Diploma. Upon satisfactory demonstration of the competencies, the candidate's accumulated assessment folders are then evaluated by a Regional Committee and presented to a local board of education for final approval and awarding of the local high school diploma.

During 1976-77, there were 1,200 adults progressing through External High School Diploma programs presently conducted at six sites located throughout the state. To date, 714 high school diplomas have been issued by local boards of education.

Contact for Further Information

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Room 310 - 55 Elk Street
State Education Department
Albany, New York 12234
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Part II

AWARDING ACADEMIC CREDIT FOR WORK EXPERIENCE AT THE POSTSECONDARY LEVEL

Introduction

In a technologically oriented, credential conscious society, the way to economic mobility and often personal satisfaction lies in obtaining further education and the academic credit which attests to it. It is the policy of the Board of Regents to award academic credit for learning wherever it occurs. Such learning can take place not only at conventional institutions such as high schools and colleges, but also through unconventional means such as on-the-job training, independent study, or military service.

The colleges and universities in New York State can evaluate and credit learning experiences gained through unconventional and nontraditional means. In doing so, the educational community interacts and exchanges ideas with business, industry, and public agencies, to everyone's benefit. In recognizing nontraditional learning, however, postsecondary educational institutions seek to maintain sound academic standards.

Out-of-school persons such as those served by the YEDPA, benefit in important ways when work experiences are translated into educational credit at the postsecondary level. This can be done through a collaborative effort between prime sponsors and the accrediting institutions. Care must be taken, however, that credits earned be of sound academic standards and equivalent to those obtained at conventional institutions of higher learning. Only then can the persons involved be sure that the credits gained will be useful in future educational careers.

The Board of Regents and the postsecondary education community have already gone far in credentialing nontraditional learning experiences. A number of programs are currently available which can be utilized by prime sponsors under YEDPA and they may suggest other procedures.

Credit By Examination Programs

Through the College Proficiency and Regents External Degree Examination Programs the Regents offer some 60 to 70 postsecondary level examinations which can be utilized to measure learning connected with job experiences and avocations. All of these tests are developed by committees of college faculty and are normed on appropriate campus classes to determine grading standards. Many New York colleges and universities will award course credit for acceptable performance on them. In addition to the examinations offered by the Regents, the College Entrance Examination Board, through the College Level Examination Program (CLEP), offers additional tests which are administered on a regular basis.

Many proficiency examinations are in traditional academic subject matter areas such as history and the natural sciences. A number of introductory level tests are available on both programs, however, such as the Regents tests in typing, accounting, nursing, and English composition, and the CLEP tests in business management and computer programming, which are vocationally oriented. These examinations offer an academically sound, inexpensive way to evaluate on-the-job training. Study guides are available for each of the Regents tests as well as a popular booklet, How To Study Independently. The Regents credit-by-examination program represents one way of measuring achievement on the postsecondary level for those who prepare themselves, in whole or in part, through on-the-job training.

Regents External Degree Program

The Regents External Degree Program offers eight two- and four-year college degrees in the arts and sciences, business, and nursing for those who choose to study, in whole or in part, on their own. All of the examinations above may be utilized to meet external degree requirements and, indeed, each external degree can be earned entirely by examination. Each Regents External Degree is developed and monitored by a committee of scholars from New York institutions of higher learning. They are fully accredited not only by the Board of Regents but also by the Middle States Association of Colleges and Schools. Anyone may enroll; a high school diploma is not required. Most national and state financial aid programs are available to enrollees.

For Further Information Contact

College Proficiency and Regents External Degree Examinations and the Regents External Degree Program:

Donald J. Nolan, Director
Regents External Degrees
University of the State of New York
Room 1913 - 99 Washington Avenue
Albany, New York 12230
Telephone: (518) 474-8299

College-Level Examination Program:

College-Level Examination Program
P.O. Box 1824
Princeton, New Jersey 08540

Regents Credit Bank

The Regents Credit Bank offers yet another procedure for evaluating and building a unified, consistent record of postsecondary collegiate experiences. Through the Credit Bank individuals can compile, in a central office, according to the academic standards established by Regents External Degree faculty, an academic transcript which may be

utilized at a later date toward job advancement or an academic degree. Prime sponsors can encourage out-of-school youth employed in their training programs to use the Regent Credit Bank to catalog all their postsecondary learning experiences, whether obtained through the evaluation of their training, proficiency examination results, or an occasional course at a local college or university. Individuals can make use of this service regardless of where they live or their immediate educational or career plans. The service is a "bank" which can be drawn upon in the future.

Program on Noncollegiate Sponsored Instruction

The Program on Noncollegiate Sponsored Instruction (PONSI) represents another way of measuring achievement through on-the-job training. Through PONSI college faculty and experienced practitioners evaluate courses for academic credit offered through businesses or government agencies whose primary responsibility is not education. Over 900 courses in 78 different organizations have been recommended for college credit by PONSI consultants since 1974. These agencies and institutions include such organizations as the General Electric Corporation, the New York Telephone Company, the New York State Department of Labor, and Comprehensive Employment and Training Act (CETA) training programs administered through the City of Albany's Department of Human Resources. Colleges and universities in New York State increasingly are awarding credit based on PONSI course recommendations.

Through the Program on Noncollegiate Sponsored Instruction, prime sponsors may have an entire training program evaluated for academic credit, and be assured that they include reliable methods for assessing student performance.

Contact for Further Information

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College Programs That Credit Work Experience

A number of New York colleges, particularly institutions on the two-year level, have developed criteria and procedures for assessing knowledge gained through work experiences. The awarding of credit in this manner is particularly useful when the criteria for doing so are jointly worked out between the college and local industry. For example, the Fashion Institute of Technology (FIT) has developed a close relationship with the fashion industry in New York City. Working together, the fashion industry and FIT have determined what various job experiences are worth what course credit. The college will award credit for training by assessing a student's portfolio when he or she enrolls in the college. Through cooperative projects the academic standards of a college are maintained, and the industry has impact upon what is considered creditworthy at an institution of higher learning.

A number of union and company apprenticeship programs have established relationships with colleges in which the colleges evaluate apprenticeship training programs and award collegiate credit. The college then offers the student additional course work in other areas that fulfill the degree requirements. An example of cooperative effort is the arrangment between Corning Community College and the apprenticeship program in electrical technology offered by Corning Glassworks Company.

Advisement Services

Prime sponsors and local education agencies, whether high school or postsecondary, should be aware that proper guidance on education and career matters is essential to informing youth of opportunities available to them. It is often difficult, moreover, to discern where educational needs end and career interests begin. The two are often inextricably linked.

One readily available advisement service may be found in the network of 24 Job Information Centers in local public libraries throughout the state. Over the past five years, the centers have assisted thousands of job seekers with a wide range of information such as the New York State Job Bank Book, civil service announcements, vocational and trade journals, job listings from company sources and employment agencies, and much more. Many centers have specially trained librarians, clerical staff and volunteers to help patrons use job reference material. The centers could play a vital role in obtaining job placement information to follow up YEDPA training.

The Board of Regents themselves now provide full-time educational advisors at four public libraries in New York State (based in Queens, Manhattan, Corning and Schenectady) through the Higher Education Library Advisory Services (HELAS). Several thousand individuals have contacted the carefully trained librarian/advisors to obtain information about educational opportunities available through colleges and universities locally, or through national examination programs such as those offered by the College Entrance Examination Board and the Board of Regents.

The following are examples of guidance and counseling services currently available in New York State:

High school guidance programs
Evening high school programs
BOCES-Area Occupational Centers
Office of Vocational Rehabilitation
Young Mens Christian Association (YMCA)
Young Mens Hebrew Association (YMHA)
Boys Club
Girls Club
B'nai B'rith
Federation Employment and Guidance Services—New York City
Admission Referral and Information Centers (ARIC)
SUNY - College Admission Programs
Community Colleges
Veterans Administration
County mental health offices
Public libraries—Job Information Centers
Division for Youth
Cooperative Extension—Summer Programs
New York State Employment Service
Churches
Placement offices—two-year and four-year colleges
Opportunities Industrial Centers (OIC's)
Mental Health Department
Job Corps
Local government offices
Department of Social Services
Welfare Department
Armed Forces recruiters, including National Guard
Personnel offices in various industries

Major cities also have publications of community agencies within their cities that offer advisement services. An excellent source of information about counseling services, Directory of Counseling Services, may be obtained at the International Association of Guidance Counseling Services, Incorporated, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

Contact for Further Information

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Higher Education Library Advisory Service
The University of the State of New York
99 Washington Avenue, Room 1919
Albany, New York 12230
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Summary

All of the services listed in Parts I and II, whether offered through local school districts, Boards of Cooperative Educational Services, colleges, universities, local advisement agencies or other organized educational institutions, are available to prime sponsors and those serving persons under the Youth Employment and Demonstration Projects Act of 1977. With imagination and willingness to develop a cooperative arrangement with school personnel, many of the programs can be adapted to fit a variety of situations, and arranged for credit.

The prime sponsor should know that the Board of Regents has long recognized that learning can take place in a variety of ways and localities other than in conventional school settings. The Regents have already moved to provide flexible crediting arrangements for high school students and adults. The crediting systems described in this Guide should be explored first. If not adequate for the prime sponsor's program, alternative crediting patterns should be studied by a cooperating group from the crediting institution, industry and the prime sponsor. When academic credit is required, the prime sponsor should be able to identify those aspects of the nonschool experience related to the academic program and, with the help of the school, college or university, develop a plan to award credit appropriate to the experience.

In addition to using and publicizing the services of the Regents, the schools, and universities among their clientele, prime sponsors should carry out several other worthwhile activities:

1. Approach local schools or colleges and enlist them to work out procedures to evaluate on-the-job training in an academically sound fashion. Postsecondary educational institutions, particularly

community colleges which draw support from the local population, should be eager to work with prime sponsors and local industry in developing such procedures.

2. Consult persons listed in the Guide for further assistance in designing and developing programs related to their areas of interest. For secondary students, prime sponsors should establish a close working relationship with administrators and guidance personnel in secondary schools to work out credit procedures. For postsecondary students, prime sponsors should become familiar with programs available through local colleges and universities, the Office on Noncollegiate Sponsored Instruction, the College Proficiency and Regents External Degree Examinations, and the Regents External Degree itself. Programs approved by these agencies have not just immediate value, but lifelong impact for YEDPA clients.

   Further, joint sponsors are encouraged to expand opportunities for credit-by-examination programs or additional tests, perhaps on an ad hoc basis to meet assessed needs identified by those involved in the Youth Employment and Demonstration Projects Act of 1977. The Office on Noncollegiate Sponsored Instruction stands ready to respond to requests to evaluate training programs in terms of postsecondary credit or to consult with any agency or postsecondary institution interested in such procedures.

3. Take a leadership role in impressing on youth employed in local business or industry the importance of developing specialized skills as well as academic abilities, and obtaining academic credentials for future employment. Out-of-school youths should be encouraged to utilize job training to acquire high school and postsecondary course credit.

4. Recommend and use advisement opportunities and Job Information Centers as an integral part of YEDPA work experience. Prime sponsors should have available a list of local advisement and Job Information Centers for persons seeking job and vocational information.

The New York State Board of Regents and educational system, with its years of experience and testing of crediting programs of work experience, stands in a unique position to assist prime sponsors carry out their responsibilities to train youth while assisting them to develop long range educational goals.